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to read. Chapter iv gives the data on the superior and atypical children. Nine groups of such cases are given, the data being shown by schools for the entire system. A comparison is also made between school children and children in a county home for dependents. Chapter v presents a plan for meeting the situation in New Haven and discusses a detailed plan or model program for the community care of mentally deficient school children. This final chapter discusses the problem of state policy in providing for exceptional children. The law in Connecticut which was passed to establish a division of special education and standards under the State Board of Education is given in full. The law concerning vocational probation is also given.

The discussions presented by Dr. Gesell are stimulating and suggestive. The argument for a state policy is especially well worked out, and enough details are given to prove of very great help to educators who are interested in securing legislation for the purpose of establishing adequate machinery for carrying out a constructive program of education for exceptional children. The volume should prove of interest and profit to all students of education because of the valuable information presented, the well-defined method of attacking the problem, and the constructive suggestions for future development of special education.

H. W. NUTT

*A civics text for secondary schools.*—The present state of courses in community civics is disordered in the extreme; they begin anywhere and proceed in no particular direction and without apparent objectives. Mr. Howard C. Hill<sup>1</sup> has rendered a real service toward remedying this condition by thinking the subject through, clarifying aims, developing a basic principle of procedure, and evolving from the multiplicity of diverse topics a unified and coherent view of the complexities of community life. Add the fact that this study is the result of experience in classroom teaching rather than of armchair theory, and the reader at once assumes an expectant attitude which close examination will not disappoint.

The keynote of interdependence is struck in the first chapter and maintained throughout. The general organization follows the development of the individual through the progressive phases of his life-experience: from the family, school, church, and community in general, through the labor group and, finally, the political group. Sociological and economic phases are emphasized more than in most texts, and the political is rather strictly subordinated.

Part I, "Group Life," is unique in its selection of sociological topics and is especially valuable in establishing in the individual a sane attitude toward his world. In Part II the usual civic problems are considered: immigration, health, police, fire protection, recreation, civic beauty, and the handicapped. Part III, "Industrial Society," is an able presentation of the exceedingly

<sup>1</sup> HOWARD COPELAND HILL, *Community Life and Civic Problems*. Boston: Ginn & Co., 1922. Pp. xx+528+xxxiii. \$1.40.

difficult problems of economic organization, stated simply, concretely, and objectively. An attempt has been made to give criteria for judging industrial problems and to establish ideals of fairness. In Part IV, "Government and Politics, the relation of the individual to his government is outlined in such a way that no feeling of enmity can exist. While the subject is frankly the machinery of government, nevertheless the preparation has been so directed that it is machinery whose uses the pupils already know. Parts II and IV, therefore, represent advances over the older texts in method of presentation, while Parts I and III represent a new and vital contribution.

The general method of approach to each topic is (1) a statement of the need, which serves as motivation; (2) the story of its evolution; (3) a description of the function of the agency; (4) an examination of the control or administration through local, state, and national units; and (5) the final placing of responsibility upon the citizens, with definite suggestions as to things for the pupils to do. A summary concludes every topic.

The style is simple, direct, forward moving, and pleasing; the vocabulary is that of the average high-school student. Abstract terms and the summary form of statement have been avoided so far as possible. Concrete examples from the world of the child's experiences lend objectiveness, and sufficient details are included to give color and to illuminate meanings.

The pedagogic aids are invaluable to teachers in adjusting and adapting the work to their own needs. At the end of each chapter is an extensive list of readings for pupils, not only on the study level, but also for information and inspiration. The range of tastes appealed to will largely solve the question of dealing with individual differences. Each chapter also has readings for teachers, and questions for debate. The "Topics for Compositions" help to bring the general problem home to the immediate situation. In connection with each minor topic are questions and problems to vitalize lessons, to make a memoriter rendition of the text useless, and to direct attention in the form of action away from the book into the community. In many cases suggestions are given as to where to find the information called for. The questions are such as do not readily occur to the average teacher, but whose value she instantly realizes; they open up vistas for thought and action.

The text is a distinctly valuable contribution to the field.

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*New texts in chemistry.*—In the preparation of a new text<sup>1</sup> for high-school classes, the authors of the well-known *First Principles of Chemistry* have taken the following viewpoints; (1) there is still a very general agreement of opinion

<sup>1</sup> RAYMOND B. BROWNLEE, ROBERT W. FULLER, WILLIAM J. HANCOCK, MICHAEL D. SOHON, and JESSE E. WHITSIT, *Elementary Principles of Chemistry*. Boston: Allyn & Bacon, 1921. Pp. ix+588+17.